

59 Indicates that he/she does not care about grades, consequences of behavior, etc.

1. Call on the student when he/she can answer successfully.
2. Avoid competition. Failure may cause the student to lose interest or not participate in school activities.
3. Allow the student more decision-making opportunities relative to class activities and assignments.
4. Present tasks in the most attractive and interesting manner possible.
5. Give the student responsibilities in the classroom (e.g., teacher assistant, peer tutor, group leader, etc.).
6. Provide a full schedule of daily events to keep the student actively involved. (See Appendix for Schedule of Daily Events.)
7. Provide the student with as many academic and social successes as possible.
8. Evaluate the appropriateness of the task in relation to the student's ability to perform the task successfully.
9. Determine the student's preferred activities, interests, etc., and incorporate them into the daily schedule, program, etc., at various points throughout the day.
10. Provide the student with "real-life" experiences from the environment. Have individuals from the work force (e.g., mechanic, draftsman, secretary, etc.) visit the class to relate the importance of schoolwork to work experiences that involve, math, reading, writing, etc.
11. Show an interest in the student (e.g., acknowledge the student, ask the student's opinion, spend time working one-on-one with the student, etc.).
12. Make certain the student does not become involved in overstimulating activities.
13. Intervene early when there is a problem in order to prevent more serious problems from occurring.
14. Inform others who will be working with the student (e.g., teachers, principals, clerks, etc.) about the student's tendency to ignore consequences of his/her behavior.
15. Teach the student to "think" before acting (e.g., ask himself/herself, "What is happening?" "What am I doing?" "What should I do?" "What will be best for me?").
16. Evaluate the appropriateness of the task to determine: (a) if the task is too difficult and (b) if the length of time scheduled to complete the task is appropriate.
17. Communicate with parents, agencies, or appropriate parties in order to inform them of the problem, determine the cause of the problem, and consider possible solutions to the problem.
18. Communicate with the parents (e.g., notes home, phone calls, etc.) in order to share information concerning the student's progress and so that they can reinforce the student at home for showing an interest and participating in school activities.
19. Write a contract with the student specifying what behavior is expected (e.g., showing an interest and participating in school activities) and what reinforcement will be made available when the terms of the contract have been met. (See Appendix for Behavioral Contract.)
20. Reinforce the student for showing an interest and participating in school activities based on the length of time he/she can be successful. Gradually increase the length of time required for reinforcement as the student demonstrates success.
21. Reinforce those students in the classroom who show an interest and participate in school activities.

22. Establish classroom rules:

1. Work on task.
2. Remain in your seat.
3. Finish task.
4. Meet task expectations.
5. Raise your hand.

Reiterate rules often and reinforce students for following rules.

23. Speak with the student to explain: (a) what the student is doing wrong (e.g., failing to show an interest and participate in school activities) and (b) what the student should be doing (e.g., showing an interest and participating in school activities).

24. Reinforce the student for showing an interest and participating in school activities: (a) give the student a tangible reward (e.g., classroom privileges, line leading, passing out materials, five minutes free time, etc.) or (b) give the student an intangible reward (e.g., praise, handshake, smile, etc.).